BTEC Assignment Brief

Qualification	Pearson International Level 3 Subsidiary Diploma in Music Pearson International Level 3 Foundation Diploma in Music Pearson International Level 3 Diploma in Music Pearson International Level 3 Extended Diploma in Music
Assessment unit number and title	Unit A3: Using Musical Styles
Assessment objectives	1. Apply stylistic conventions to musical material in response to a brief 2. Apply musical elements to material in response to a brief 3. Review the stylistic conventions of musical material
Assignment title	Versions!
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	A *'Future Stars'* awards ceremony is being planned to celebrate the achievements of young people aged 14-21 years in a range of different fields such as sport, science, the arts and community contribution. The ceremony will take place in an exhibition centre. The organisers would like to provide a series of practical workshops for young people during the day. The purpose of the workshops is for participants to develop their skills in a range of musical styles.
Task 1	Working individually, you should apply your understanding of the stylistic conventions of two specific musical styles by presenting two separate pieces of music. The music you submit could be created using a DAW, live instruments or a combination of both. You could ask other musicians/singers to perform on your pieces but the musical direction must be your own. Each piece should last 3-5 minutes. You could rework existing musical material into different styles or create new original material ensuring that you stylistically deploy and manipulate musical elements such as melody, rhythm, harmony, texture, structure, instrumental/vocal techniques as appropriate to your chosen two genres to develop creative material.
Checklist of evidence required	• Audio recordings of two pieces of music in different styles

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria:
A3.P1	Learners exhibit an appropriate application of stylistic conventions, demonstrating an understanding of the selected stylistic techniques and processes.

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A3.M1	Learners exhibit a consistent application of stylistic conventions, demonstrating a secure understanding of the selected genres.
A3.D1	Learners exhibit a sophisticated application of stylistic conventions, demonstrating an insightful understanding of the selected genres.
A3.P2	Learners deploy and manipulate musical elements in a generally convincing fashion, demonstrating an awareness of the features of the selected genres.
A3.M2	Learners deploy and manipulate musical elements in a secure and convincing fashion, demonstrating a developed awareness of the features of the selected genres
A3.D2	Learners deploy and manipulate musical elements in a considered and fluent fashion, demonstrating a perceptive awareness of the features of the selected genres.
Task 2	For each of your two pieces, you should discuss and analyse how the stylistic conventions of your two chosen genres have been deployed. For each piece of music, you should analyse how you have stylistically used and manipulated musical elements such as: • melody • rhythm • harmony • texture • structure • instrumental/vocal techniques. It is important that you refer to specific musical/audio examples within your pieces to support the points you make. You could also use your instrument and/or voice or DAW to demonstrate specific examples and features.
Checklist of evidence required	• Two individual pieces to camera, one for each piece of music. or • Written analysis, one for each piece of music.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria:
A3.P3	Learners provide an account of how stylistic conventions and musical elements have been deployed, with some reference to examples.
A3.M3	Learners provide a detailed account of how stylistic conventions and musical elements have been deployed, with reference to relevant examples and intentions.
A3.D3	Learners provide a perceptive critical analysis of how stylistic conventions and musical elements have been deployed, with reference to pertinent examples and insightful intentions.

Sources of information to support you with this Assignment	**Books** Ventura, D. *Understanding Pop Music*, Rhinegold Education, (2012) Tells the story of pop from 1950 to today through a study of the key themes of style, performers and instruments. Practical analysis of hit songs aids understanding of the numerous elements that characterise pop music styles.

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	Winterson, J., Nickol, P. Bricheno, T. and Kaye, B. *Pop Music: The Textbook* (revised edition), Peters Editions, (2013) Covers key pop music developments and features breakdown and analysis of landmark recordings in various musical genres. **Recordings** *The Essentials*, Scott Bradlee's Postmodern Jukebox (2016) *Blue Mirror*, Scott Bradlee's Postmodern Jukebox (2018) Both of these albums feature creative stylistic reworked versions of classic pop hits.